History/Classics 4225/6225
Medicine, Healing, and the Body in Ancient Greece and Rome

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Office Hours: MW 4:30-5:30 (and by appt.)
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Description of the Course:
This course will introduce the main features of ancient medical thought and its most important authors and texts, but will also go beyond this to explore the role of medicine in ancient society, its place among a wider range of responses to illness, and ancient attitudes toward the body.

One of the course's themes is the social history of medicine. Ideas about women, sexuality, and race or ethnicity expressed in medical writings both reflected and helped to shape the society in which they arose. We will also examine the interactions between social groups, such as doctors and patients, or doctors and their professional colleagues or rivals, as well as important features of everyday life that affect large groups of people, such as endemic diseases and plagues.

In the ancient world, scientific or "rational" medicine was not the main or only recourse for the sick or wounded, as it is today. In fact, it can be difficult to separate medicine from other types of healing, such as magic, folk remedies, or the cult of Asclepius, the god of medicine to whom many turned in hopes of a cure. This course will examine a broad range of methods of dealing with illness in antiquity.

Finally, it will attempt to look at the issue of attitudes toward the body in antiquity. These ideas were part of the context in which ancient medicine arose, and still influence us profoundly today.

While it is traditional to study Greco-Roman and Christian culture separately, Christianity arose in the Roman empire, and became an integral part of it. Western culture is a product of the mixing of Christian and Greco-Roman traditions. For this reason, part of the course will discuss Christian healing practices and attitudes toward the body, and attempt to determine how these related to the Greco-Roman world in which they arose.

Required Texts
<u>At the Bookstore:</u>
(Note: All of the following are on 2-hour closed reserve at the Main Library. If you cannot purchase all the books, you may read them there.)
- *Hippocratic Writings*, tr. Hugh Lloyd-Jones, Viking Penguin, 1984.
- *The Greek Magical Papyri in Translation*, 2nd ed. (first edition may also be used), ed. Hans Dieter Betz, University of Chicago Press, 1995.

- Soranus, *Gynecology*, tr. O. Temkin, The Johns Hopkins University Press, 1956.
- Emma J. and Ludwig Edelstein, *Asclepius: A Collection and Interpretation of the Testimonies*, The Johns Hopkins University Press, repr. 1998 (the original two-volume work, printed in 1945, may also be used).

At Bel-Jean's Copy Center: A reader is available at Bel-Jean's and on reserve at the Main Library.
Contents:

- Homer, *Iliad*, book 4, tr. Richmond Lattimore, Chicago: The University of Chicago Press, 1951.
- Plato, *Timaeus*, tr. B. Jowett, from *The Dialogues of Plato*, New York: Random House, 1892.
- von Staden, Heinrich, *Herophilus: The Art of Medicine in Early Alexandria*, Cambridge: Cambridge University Press, 1988, pp. 182-241.
- Galen, *On Anatomical Procedures*, tr. Charles Singer, London: Oxford University Press, 1956, book 7.
- Galen, *On the Usefulness of the Parts of the Body*, tr. Margaret Tallmadge May, Ithaca: Cornell University Press, 1968, book 10.
- Galen, *On the Affected Parts*, tr. Rudolph E. Siegel, Basel: Karger, 1976, book 5.
- Galen, *My Own Books* and *The Order of My Own Books*, tr. P. N. Singer, London: Oxford University Press, 1977.
- Cato, *On Agriculture*, tr. William Davis Hooper, Cambridge: Harvard University Press, 1934, chaps. 1, 67-134, 156-162.
- Pliny the Elder, *Natural History*, book 29, tr. W.H.S. Jones, Cambridge: Harvard University Press, 1963.
- Celsus, *De medicina*, tr. W. G. Spencer, Cambridge: Harvard University Press, 1948, prooemium and book 1.
- Aelius Aristides, Orations 47-8, in Charles A. Behr, *P. Aelius Aristides: The Complete Works*, Leiden: Brill, 1981.
- Bible, *Mark*, Revised Standard Version.
- Bible, *I Corinthians*, Revised Standard Version, chap. 15.
- Tertullian, *On the Resurrection of the Flesh*, in Alexander Roberts and James Donaldson, edd., *The Ante-Nicene Fathers*, 2nd ed. (rev. A. Cleveland Coxe), 1890-1899 (repr. 1981), vol. 3.
- Eusebius, *Ecclesiastical History*, in *Nicene and Post-Nicene Fathers*, ed. Philip Schaff and Henry Wace, 1890 (repr. 1956), second series, vol. 1.
- Athanasius, *Life of Antony the Great*, in *Nicene and Post-Nicene Fathers*, ed. Philip Schaff and Henry Wace, 1890 (repr. 1956), second series, vol. 4.

Supplementary Reader (available from instructor):
Thucydides, *History*, 2.47-55.
Celsus, *On medicine*, book 7.
Lucretius, *On the nature of things*, book 3.
Tacitus, *Annals* 15.60-72, 16.9-35.
Seneca, *On Providence* sections 2-3.

Additional Resources for Help:

General Reference:

- *Atlas of Classical History*, ed. R.J.A. Talbert, London: Croom Helm, 1985.
- *The Cambridge Ancient History*, 3rd ed., Cambridge: Cambridge University Press.
- *The Oxford Classical Dictionary*, 3rd ed., ed. Simon Hornblower and Antony Spawforth, Oxford: Oxford University Press, 1997.

Websites:

- Ancient Medicine/Medicina Antiqua (www.ea.pvt.k12.pa.us/medant/)
- Perseus Project (Greek civilization resources, www.medusa.perseus.tufts.edu)
- Internet Ancient History Sourcebook (www.fordham.edu/halsall/ancient/asbook.html)
- Diotima: Materials for the Study of Women and Gender in the Ancient World (http://www.stoa.org/diotima/)
- National Library of Medicine: History of Medicine Division (http://www.nlm.nih.gov/hmd/hmd.html)
- Ancient Medicine Newsletter/Bulletin de médicine ancienne (http://www.bium.univ-paris5.fr/amn/debut.htm)

Course Requirements and Deadlines (mark your calendars!):

Attendance and Participation: Regular and thoughtful participation in discussion is required and forms a portion of the final grade. The study questions assigned for each day are designed to help students prepare for and contribute to discussion.

Reading and Quizzes: Reading is assigned for each day. Please complete the reading before class on the day for which it is assigned; when reading, please bear in mind the study questions assigned for each day. Brief reading quizzes will be given on an unannounced basis and graded + or -. There will be a total of about 10 quizzes. Quizzes may not be made up; however, two quiz grades will be dropped.

Hour Exams: There will be two hour exams, one on **Friday, Feb. 15** and one on **Wed., April 3**. Make-up exams will not be permitted without an official excuse from the Academic Affairs office. There will be a cumulative final exam on **Monday, May 6, 8-11 AM**.

Paper: One 7-10 page paper is **due on Monday, April 22**. This paper will be written in four stages: paper topics are due on **Monday, Feb. 4;** outlines of the paper are due on **Friday, March 15;** drafts for peer response are due **Monday, April 15**. Only the final version of the paper will receive a letter grade; topics and outlines will be marked as quizzes and will receive comments from the instructor. Guidelines and advice for papers are attached to this syllabus (pp. 10-16). Papers submitted late *for whatever reason* will have 5 points deducted from the grade for each day late (including weekend days).

Excessive absences policy: The instructor may drop a student from the course if s/he misses more than 5 classes in the first half of term OR more than 10 classes over the

course of the semester OR the first two class meetings FOR WHATEVER REASON. If you miss more than 10 classes over the course of the semester for a compelling medical reason, see the Academic Affairs Office about a medical withdrawal.

Email: The instructor relies on email to communicate with students outside of class. Each student is asked to submit an email address to the instructor in the first week of class and to check his or her email regularly (once a day is recommended). If you do not have an email address, you can create one online for free and check it from any computer with internet access at the arches website, www.arches.uga.edu. Students are responsible for information disseminated by email.

Comportment: Please do not eat in class (coffee or cold drinks is OK), sleep in class, or leave the room during class (visit the restroom beforehand). Turn off cell phones before entering the classroom. Do your best to arrive on time; quizzes will be given at the beginning of class.

Additional Requirements for Graduate Students: See below, pp. 17-19.

Plagiarism*:* Plagiarism includes quoting an author directly without enclosing the passage in quotation marks and citing the source correctly, paraphrasing or summarizing another author's work without citing the source correctly, presenting an idea as your own that was formulated by someone else, reproducing information compiled by another author without citing the source correctly, buying papers, or copying papers. You must cite your sources in footnotes or in parenthetical references every time you refer to them, not just in a bibliography at the end of the paper. If I detect plagiarism university policy obligates me to report the incident to the Office of the Vice President for Instruction and the Academic Honesty Committee for review. Possible sanctions include a course grade of F, suspension from the university, and expulsion.

Grading:
Participation, attendance, and reading quizzes 15%
Hour exams 20% each
Paper 20%
Final exam 25%

Grading for Graduate Students:
Participation, attendance, and reading quizzes 10%
Hour exams 15% each
Book review 15%
Paper 25%
Final exam 20%

Schedule of Reading Assignments and Study Questions:

The Greek "Rational" Tradition

- Monday, Jan. 7. Introduction; discussion of syllabus.

- Wed., Jan. 9. Homer and Greek culture. The Homeric body; Homeric medicine. Reading: Homer, *Iliad*, book 4 (in reader). Study questions: 1. Is there "medicine" in Homer? If so, what kind?
- Fri., Jan. 11. The Hippocratic corpus. Hippocratic ideologies. Reading: *The Nature of Man* and *Regimen for Health* (in Lloyd). Study questions: 1. What are the basic elements of the author's theory of the body? 2. On what does he base this theory? 3. What other medical theories or images of the body seem to have been prevalent in his day? What is the relationship between health, disease, and lifestyle or behavior? What is considered a "normal" lifestyle?
- Mon., Jan. 14. Causes of disease. Race and physiology. Reading: *Airs, Waters, Places* (in Lloyd). Study questions: 1. What causes disease in this treatise? 2. Is there a concept of "race" in this treatise? If so, what lies behind it?
- Wed., Jan. 16. Medicine and religion. "Rationalism." Reading: Hippocratic corpus, *The Sacred Disease* (in Lloyd). Study questions: 1. What is the "sacred disease" and what causes it? 2. Whom is the author arguing against, and why is he so hostile? 3. What would you expect to occur if this doctor examined you?
- Fri., Jan. 18. Disease. Reading: Hippocratic Corpus, *Epidemics* I (in Lloyd). Study questions: 1. What kinds of diseases do the patients seem to have? 2. What do you think the doctor's purpose is in writing about them?

- Mon., Jan. 21: Martin Luther King, Jr. Day
- Wed., Jan. 23. Doctors and patients. Reading: Hippocratic corpus, *Epidemics* III and *Oath*. Study questions: 1. Reading the *Epidemics* closely, what can you discover about its author? 2. What kinds of patients does this doctor have? What information does he provide about them? Does he describe male and female patients differently? 3. What kind of practitioner is imagined in the *Oath?*
- Fri., Jan. 25. Sex and reproduction. Reading: Hippocratic corpus, *The Seed* and *On the Nature of the Child.* Questions: 1. How does conception take place, and what does each parent contribute to the embryo? 2. What is the author's view of the female body?

- Mon., Jan. 28. The plague of Athens. Reading: Thucydides, 2.47-55 (supplementary reader). Study questions: 1. What causes the plague? 2. Why does Thucydides describe the symptoms so carefully? 3. What are Thucydides' sources of information? 4. What happens to human nature during the plague?
- Wed., Jan. 30. Body and soul. Reading: Plato, *Timaeus*, 69a-92c (reader). Study questions: 1. What is the relationship between body and soul in the Timaeus? 2. What attitudes toward male and female are evident in the "Timaeus"?
- Fri., Feb. 1. Lecture: Aristotle and medical science. Discussion of paper topics. No reading for today.

- Mon., Feb. 4: **Paper topics due.** Anatomy and dissection. Hellenistic medicine. Reading: von Staden, *Herophilus,* in reader. Questions: 1. What were Herophilus' most important anatomical discoveries? 2. How did he make these discoveries?
- Wed., Feb. 6: Introduction to Soranus. The virgin; the female body. Reading: Soranus, *Gynecology,* pp. 3-4, 8-34. Questions: 1. What is the relationship between

virginity, puberty, and marriage? 2. What are Soranus' views on the female body? 3. What are his views on the social issues of marriage and childbearing?

- Fri., Feb. 8: The midwife and childbirth. Reading: Soranus, *Gynecology*, pp. 5-7, 63-88. Questions: 1. What is Soranus' attitude toward abortion? 2. What medical professionals are mentioned by Soranus and what do they do? 3. What happens in a typical birth? 4. What is Soranus most concerned about in childbirth--what are the goals of the procedures he advocates?

- Mon., Feb. 11: The nurse and the care of the infant. Soranus, *Gynecology*, pp. 88-97, 103-120.. Question: 1. Who is the wetnurse and what is her relationship to the child and its family? 2. What seems significant about the way small infants are raised and cared for in Soranus' treatise?
- Wed., Feb. 13: Diseases and therapy of women. Reading: Soranus, *Gynecology*, pp. 128-154. Questions: 1. What kinds of diseases does Soranus mention? 2. What kinds of therapy does he use, and how would you characterize these therapies? 3. What is hysteria? ***hysterical suffocation
- Fri., Feb. 15: **Hour Exam 1**

- Mon., Feb. 18: Dissection and vivisection. Anatomical demonstrations. Reading: Galen, *On anatomical procedures*, book 7 (in reader). Questions: 1. Imagine you are watching one of Galen's anatomical demonstrations (dissections or vivisections). What is the setting? What is going on, and what is the effect of the performance? 2. What is Galen's theory of respiration?
- Wed., Feb. 20: Nature. Optics and the anatomy of the eye. Reading: Galen, *On the Usefulness of the Parts*, book 10 (in reader). Questions: 1. What is Galen's theory of optics and what are his sources of information? 2. What is his view of "nature"? 3. Is Galen religious?
- Fri., Feb. 22: **Annotated bibliographies due (graduate students only).** Polemic. Case histories. Reading: Galen, *On the affected parts*, book 5 (in reader). Questions: 1. What is Galen's attitude toward previous medical writers (consider other readings from Galen here as well)? 2. What is the purpose of the case histories? 3. What kinds of patient does Galen treat? 4. Read the story of Glaucon carefully. What seems significant about it?

- Mon., Feb. 25: Galen's life. Galen as author. Galen in society. Reading: Galen, *My own books* and *On the order of my own books* (in reader). Questions: 1. What motivates Galen to write? 2. On what subjects has he written? 3. What do these treatises reveal about the process of writing and publication in antiquity? 4. What is Galen's place in society--with what kinds of people does he interact, and how?

Medicine and the Body in Roman Culture

- Wed., Feb. 27: Medicine on the farm. Roman identity. Reading: Cato, *On Agriculture*, selections (in reader). Questions: 1. Why do you think Cato includes this material in his treatise? 2. How would you characterize the kind of medicine he describes--is it rational medicine? Folk medicine? Magic? How is it similar to, or different from, Greek rational medicine?

- Thurs, Feb. 28: **Semester Mid-Point**
- Fri., Mar. 1: Romans and Greeks. The history of medicine. Reading: Pliny the Elder, *Natural History*, book 29 (in reader). Questions: 1. How does Pliny perceive the history of medicine? 2. What is his attitude toward doctors, toward Greeks, and toward Greek doctors? 3. What are the principles behind the therapies he recommends?

- Mon., Mar. 4: The history of medicine. Practitioner and patient. Reading: Celsus, *On medicine,* proeemium and book 1. Questions: 1. How does Celsus perceive the history of medicine? What are the main themes in his account of it? 2. Do you think Celsus was a doctor? 3. What kind of patient does Celsus imagine?
- Wed., Mar. 6: Surgery. Reading: Celsus, *On medicine*, book 7 (supplemental reader). Questions: 1. What kinds of surgical operations does Celsus describe, and how are they done?

- Fri., Mar. 8: Body and soul in Epicurean philosophy. Reading: Lucretius, *On the Nature of Things*, book 3 (supplementary reader). Study questions: 1. What appears to be the relationship between body and mind or soul in Lucretius? You might consider whether and how his view differs from Plato's. 2. What appears to be the relationship between man and nature in Lucretius? 3. What metaphors and images strike you as most interesting and unusual in this text? Why do you think Lucretius chooses these images?

- Mon., Mar. 11: Roman martyrs. The body and the state. Stoics. Reading: Tacitus, Annals 15.60-72, 16.9-35; Seneca, On Providence sections 2-3 (supplementary reader). Study questions: 1. What is the pattern of the suicide-stories in Seneca and Tacitus? 2. What is the connection with philosophy? 3. Why do you think he is recording this material? 4. What is the role of women in these stories?

The Cult of Asclepius

- Wed., Mar. 13. Asclepius in mythology. Reading: *Asclepius*, testimonia (NOT page numbers) 1-121, 627-706. Questions: 1. Who is Asclepius? 2. Examine the mythology of Asclepius carefully. What is the nature and purpose of myth?
- Fri., Mar. 15: **Outlines due.** Asclepius in the Mediterranean world. Reading: *Asclepius*, section 7; browse testimonia (NOT page numbers) 707-844; read testimonia 845-861. Questions: 1. Where would you find the cult of Asclepius? 2. What were the most famous sanctuaries, and what made them special? 3. How and when did Asclepius arrive in Rome, and what is the significance of this?

Mon., Mar. 18-Fri., Mar. 22: Spring Break

- Mon., Mar. 25: Asclepius and pagan religion. Reading: *Asclepius,* testimonia (NOT page numbers) 482-617. Question: 1. What is "pagan religion?"
- Wed., Mar. 27: The god of medicine. Reading: *Asclepius,* testimonia (NOT page numbers) 337-419. Questions: 1. What is the attitude of Galen and other doctors to Asclepius? 2. How does Asclepius go about healing his suppliants?

- Fri., Mar. 29: The miracle-stories. Reading: *Asclepius*, testimonia (NOT page numbers) 422-426. Questions: 1. How did these stories arise, where would you find them, and how did they circulate? 2. What are the stories' most important narrative features?

- Mon., Apr. 1: Reading: Aristides, *Sacred Tales* I (in reader). Questions: 1. What kind of person is Aristides? What is his character, and what kinds of things most concern him? 2. What is his relationship to the god? 3. What do you make of his dreams? 4. Why is Aristides writing?
- Wed., April 3: Asclepius the physician. Reading: Aristides, *Sacred Tales* II (in reader). Questions: 1. How does Asclepius cure Aristides? 2. What kinds of therapies does Asclepius recommend, and how would you characterize them? 3. What is the relationship among Aristides, his physicians, and the god?

Magic

- Fri., Apr. 5: Magic in the Roman world. Reading: *Greek Magical Papyri*, pp. xi-xxii (Table of Spells); xli-lviii (Introduction). Questions: 1. Where do the papyri come from, what period do they mainly date to, and what languages are they in? 2. What were the spells mainly supposed to do--what kinds of spells survive? How would you divide them into categories? 3. About what percentage are love spells? 4. About what percentage are healing spells?

- Mon., Apr. 8: Healing spells and sickening spells. Reading: *Greek Magical Papyri* pp. 82-86 (PGM IV.2441-2621); 96-97 (PGM IV.3007-86); 166-7 (PGM XII.376-96); 120-121 (PGM VII.193-214); 123-4 (PGM VII.260-71); 226-229 (PDM xiv.554-93); 232-4 (PDM xiv.675-741); 242-4 (PDM xiv.935-1023); 247 (PDM xiv.1097-1103); 258-59 (PGM XX.4-19); 260 (PGM XXIIa.2-17); 267 (PGM XXXIII.1-25); 277 (PGM XXXVI.320-32); 295-296 (PGM LXIII.21-28, LXV.1-7); 300 (PGM LXXXIII.1-20); 304-307 (PGM XCIV.10-60, XCV.1-18, XCVII.15-17, XCVIII.1-7, XCIX 1-3, C 1-7); 310-1 (PGM CIV.1-8, CVI.1-10); 313 (PGM CXIV.1-14); 314 (PGM CXV.1-7); 316-321 (all). Questions: 1. How does magic work? What distinguishes magic from, for example, medicine or "religion"? 2. What specific medical problems are the subjects of spells?
- Wed., Apr. 10: Love spells. Reading: *Greek Magical Papyri*, browse all love spells. Read carefully pp. 44-47 (PGM 4.296-466), 67 (PGM IV.1496-1595), 82-86 (PGM 2441-2621), 88-90 (PGM IV.2708-84), 252-254 (PGM XVI 1-75), 266 (PGM XXXII.1-19, XXXIIa.1-25). Questions: 1. To what gender(s) do the lovers and the love objects belong? 2. What does the lover want? 3. What is the effect of the spell on its target? 4. What parts of the body are useful in spells?
- Fri., Apr. 12: For today, choose one spell that you find especially interesting and write (TYPE, double-space) 1-2 pages commenting on its significance. Be prepared to speak briefly to the class about your spell. This assignment will be graded as a quiz. (Students will only receive credit for assignments submitted ON TIME, IN CLASS. Do not submit the assignment if you cannot attend class; it will not be graded).

- Mon., April 15: **Peer response exercise. Bring 2 copies of your paper to class.**

Healing and the Body in Early Christian Culture

- Wed., Apr. 17: Healing in the Gospels. Reading: *Mark* (in reader). Questions: 1. What is the book of *Mark* about--what does it mainly contain? 2. How does Jesus heal people, and what kinds of problems does he heal? 3. What is a typical healing event like?
- Fri., Apr. 19: The resurrection. The Christian body. Reading: Tertullian, *On the resurrection of the flesh* (in reader); Bible, *I Corinthians*, chap. 15 (in reader). Questions: 1. What happens to the body at the resurrection? What type of body is resurrected? Do Tertullian and Paul agree on the answers to these questions? 2. Why is the resurrection of the body so important?

- Mon., Apr. 22: **Papers due.** Christian martyrs. The suffering body. Reading: Eusebius, *History of the Church*, selections (in reader). Question: 1. What are Eusebius' sources of information? 2. What is the point of martyrology--why tell these stories? What are they supposed to accomplish?
- Wed., Apr. 24: The ascetic body. Reading: Athanasius, *Life of Anhony*, all (in reader). Questions: 1. In what ways does Antony's body suffer? 2. Is there any sense in which the body is redeemed (or redeemable) in this story?
- Fri., Apr. 26: Reading: Review reading for previous class. Questions: 1. What does Antony do for people--what is his role in society? Specifically, a) what is the purpose or effect of his asceticism? and b) describe his role as a healer.

- Mon., Apr. 29: Concluding remarks.

Final Exam: Mon., May 6, 8-11AM

Step-By-Step Guidelines for Term Paper Assignment

Goals of This Assignment:
This assignment is designed to teach students to make a logical, rigorous, and convincing argument from primary evidence. This is a skill not only required for competent historical writing, but for writing in any academic field or indeed in any professional field--you must be able to draw relevant conclusions from appropriate evidence and convince others of their validity. A further goal of the assignment is to prepare history majors for the senior thesis project (HIST 4990) by teaching how to choose primary sources and develop an original research topic.

This assignment is NOT a test of your comprehension of the main themes discussed and points made in class (that is what the exams are for). You are to draw YOUR OWN conclusions, not simply repeat what the instructor has taught you or what you have heard or read elsewhere.

Part I: Choosing a Topic (due **Monday, Feb. 4**)
1. Choose your primary source: When choosing a topic, it is easiest to start by choosing your primary source. (If you are not sure what the difference between a primary and a secondary source is, see item f below). This will probably require some library research. When choosing a primary source, bear in mind the following considerations.

a) If you have some idea of the kind of topic that interests you, choose a primary source that is likely to shed light on that topic.

b) The selection of primary sources needs to be logical. If you choose to study the works of two or more different authors, you need to be able to explain why you are looking at these texts and not at other, similar works that were produced at the same time (that they all happen to be on the course syllabus is not a good enough reason). If you choose to study selected works of a single author, explain why you are have chosen these works specifically. It is simplest to settle on a single work or the complete works of a single author, but you may choose a more complex set of primary sources if you can justify it convincingly .

c) The primary source needs to be accessible to you in a language you can read.

d) The primary source needs to be substantial enough in size to offer enough material for a 7-10 page study; however, it needs to be compact enough to allow you to read it in the amount of time available to you. Consider how much time you can devote to the project (obviously, the more time you spend on it, the more successful it is likely to be) and how carefully you need to read the material. For some topics you may be able to skim parts of the text; for others, you may have to read each line very carefully.

e) Primary sources need not be literary; other types include, for example, vase paintings or inscriptions. If you use a non-literary primary source, show that a reasonably complete database (either online or in print) is available to you.

f) Carefully investigate and be aware of the editorial contribution to your edition of the primary source. Most of you will be using sources in translation, and that is important to bear in mind as you write (arguments that depend on the nuances of individual words or phrases will not be convincing if you cannot check the original). Introductions to, and notes on, the text are obviously the product of secondary scholarship. Often, divisions into books and chapters, chapter headings, titles of chapters, etc. do not belong to the original text but were added by scholars in antiquity or by modern editors--be sure to check before you use them in your argument.

e) Note that sourcebooks, which by nature offer only a small selection of the available evidence, usually heavily excerpted and edited, are normally not appropriate for research projects. If you see something in a sourcebook that interests you, track down the original text.

f) Primary vs. secondary sources: For the purpose of this class, primary sources are the ancient documents, texts, and artifacts that form the evidence on which we base our conclusions. Secondary sources are modern studies or commentaries on the ancient evidence. Thus Soranus' *Gynecology* is a primary source, but Temkin's introduction to your edition of the text, and the notes, are secondary sources.

2. Choose your topic:
a) If you have some idea of the kind of topic that interests you, choose a primary source that is likely to shed light on that topic. But avoid forming a firm idea of what your topic will be until you have had time to look carefully at the primary source. The best topics arise out of the little things you notice that seem interesting or odd to you (e.g. female patients in the *Epidemics* have no names; Soranus prescribes reading as a therapy). By pursuing your thoughts about these items, you can develop a topic suitable for substantial discussion (How does the author of *Epidemics* describe his female patients? Who are Soranus' patients?).

b) Try not to bring any prior assumptions to your reading of the text. Forget everything you know about antiquity and be prepared to be surprised by what you read. If the primary evidence seems to contradict what you've heard in a lecture or read in a textbook, consider that the textbook or lecture may be wrong.

c) Choose a topic that goes beyond the obvious. You must analyze the text and present an argument about it, not just summarize what's in it.

d) You must be able to prove your case using the primary evidence you have chosen to look at. For this reason, topics that compare ancient phenomena with their modern equivalents usually present difficulties: how will you prove what you say about modern views (which are often much more complicated than we realize)? Such questions are

interesting and important to think about, and may be raised in a speculative way in the conclusion of your paper, but are not usually appropriate as research topics.

e) Choose a historical topic. For this class, this means that you should be able to draw conclusions about ancient society based on your argument (these may be tentative or speculative, and your language should reflect that, but you should attempt them in the concluding paragraph of your paper). Arguments that address only the literary or theoretical aspects of a text are inappropriate here.

Submit a typed, double-spaced paragraph describing the topic you have chosen and the primary source you will be working with. If necessary, justify your choice of primary sources as described in 1b) above. You will be asked to meet with the instructor to discuss your topic; bring a second copy of the paragraph to this meeting.

Part II: Make an outline (due **Friday, March 15**)
As you are reading your primary source, take notes on notecards or on a computer database program, mark in the margins (but DO NOT make marks in library books), flag passages with post-it notes, or otherwise keep track of material relevant to your paper (everyone has his/her own system). At the same time, think about how you will organize the material in your argument, and what evidence you will bring to bear upon each point. It is important to do this *while you are doing the research*, not afterwards, since afterwards is too late--you will need to re-do the research to find the material that fits your argument. Keep track of your thoughts by making an outline of the paper as you go along.

Submit a typed, double-spaced outline of your argument. Attach a revised description of your topic and a tentative title for the paper. These will be returned to you with comments from the instructor. Students are encouraged, but not required, to meet with the instructor do discuss their outlines.

Part III: First Draft (due **Monday, April 15)**

Bring two copies of your first draft to class. You will be asked to share it with another student in a peer review session.

Part IV: Final Draft (due **Monday, April 22**). You *may* be ready to submit the paper if: i) you have made *substantial* revisions to the first draft and are pleased with the results (that is, you feel the changes have resulted in major improvements); and ii) you have looked over the final version a few times and tinkered with it, making minor adjustments that improve the clarity of your writing. Virtually all good writing requires both types of revision. Even if you are not accustomed to revising your work, do so for this class.

Citation:
Remember: YOU MUST CITE the text every time you refer to it even if you don't QUOTE from it. Arguments presented without evidence (i.e. properly cited references to the text) cannot be checked and will be ignored by your readers. Also remember that

every time you use the exact words of another writer, those words must be placed in quotation marks and the author must be cited correctly.

Ancient history has its own, somewhat idiosyncratic methods of citation. Since you are not using secondary sources for this paper, you only need to learn the method for citing primary sources.

The rules below may sound confusing, but you will only need to master the few that apply to your particular text. In general, taking careful notice of how other scholars refer to your text will be the easiest way to discover the correct form for citation. If you have any questions, see the instructor for help.

If academic citation in general seems like a frustrating and unnecessarily complicated business, it helps to keep in mind the two basic purposes of citation: 1) to give appropriate credit for words and ideas that are not your own (see the guidelines on **plagiarism** on p. 4 of this syllabus); and 2) to allow the reader to check your evidence *easily*. If you keep these two goals in mind, you will not go far wrong.

a) Abbreviations: you do not have to use abbreviations for authors or works yourself, but you should be aware as you do your research that they are widely used by other scholars. The most common source of standard abbreviations for ancient authors and works is the *Oxford Classical Dictionary*.

b) Ancient texts are not cited by page number. This is because many different editions of a specific text usually exist, and it not helpful for a reader using one edition to have a reference to page numbers in another edition. Ancient texts, therefore, are normally cited by ancient book and chapter number, which will be the same in every edition (example: Thucydides 1.63). Modern translations of ancient works normally indicate the ancient book and chapter somewhere (in the margins, at the head of the page, or in the text itself) for this reason.

c) Poetry is usually cited by ancient book and line number (example: Homer *Iliad* 5.103-7). The problem here is that modern translations usually do not indicate ancient line numbers. For this reason, if your primary source is a poem, you will need to cite the line number(s) of the modern edition you are using. Be sure that you indicate somewhere what this edition is (see item e below).

d) Some prose works, such as those of Plato or Aristotle, are not normally cited by ancient book and chapter number. Modern translations of these authors will usually refer to pages in the first authoritative modern edition of their works (example: Plato *Republic* 360E-361B). For Galen, they generally refer to the 1821 edition of Kühn, represented by the letter K (example: Galen, *De methodo medendi*, 10.582K; for those works not in Kühn's edition, see the instructor for further help). For the Hippocratic corpus, the edition referred to is normally that of Littré. But if your translation uses some other method of referring back to the original text, you may use that method.

e) Since you will probably be using a modern translation of an ancient work, and will undoubtedly be quoting from it, you will need to indicate the edition and translation you are quoting from in order to give appropriate credit to the translator. *If you quote without indicating a translator, the reader will assume that you did the translations yourself,* which is a big problem if it is not true. The first time you quote directly from a text, *indicate in a footnote what edition you are using* (ancient author, title, translator, city: publisher, date) and then state that all further quotations are from this edition. Although you must refer to the modern translation for this purpose, I would still like you to cite the text by ancient book and chapter, so that I may check your references more easily when I grade the paper.

Note: If you quote from any part of a modern translation without indicating somewhere which translation you are using, points will be deducted from your grade.

Writing Problems?

Good writing does not just happen; good writers work on their writing all the time, over years. If you have not yet developed techniques to help you express your thoughts clearly, here are some suggestions:

1) Read the paper out loud to yourself. Listen to the words and sentences--do they sound right and make sense? Would a listener be able to follow your argument?
2) Stop by the writing center in 66 Park Hall and make an appointment. Tutors there can help you evaluate your writing and suggest improvements. The writing center also has links to many useful resources (including an online English grammar and style tips) on its website, www.english.uga.edu/writingcenter/.
3) Try the suggestions and exercises in *Writing with Precision*, by Jefferson Bates. It is in print and available from amazon.com for a moderate price.
4) Try the peer response exercise; come to the peer response class, or do this exercise on your own time.
5) Read your instructors' comments on your previous papers and really think about them. If there is something you don't understand, ask for clarification (this works best if you do it immediately after your paper is returned, while it is still fresh in your instructor's mind).
6) My husband, a professor in the English department, says "read Jane Austen!"
7) If none of these suggestions is working for you, invest some time in finding a book or technique that does work. In the long run, nothing you can do in college is more important, or more useful to whatever future career you plan, than developing a good, clear writing style.

Main Factors Influencing Your Grade:

a) *Argument:*

i) Is the argument original?

ii) Is it convincing?

iii) Is it interesting--does it go beyond the obvious, does it analyze (rather than just summarize) the primary source? Is the problem or question it addresses important?

b) *Evidence*.

i) Is sufficient and convincing evidence from the primary text provided to support each point?

ii) Is the primary text used *thoroughly* and imaginatively?

iii) Is the text cited properly? (Remember: YOU MUST CITE even if you don't QUOTE.)

c) *Organization*.

i) Does the introduction clearly state the problem to be addressed?

ii)Does each paragraph contribute to the argument, and is it easy to follow the steps of the argument through each paragraph?

iii) Does the conclusion go beyond merely re-stating what has already been said, to explore the full implications of the argument? Does it help the reader understand the argument's larger significance?

d*) Style:*

i) Is the paper written in language that is clear and easy to understand?

ii) Are grammar, syntax, and typography correct?

iii) Does the paper have a title that reflects its content?

iv) Has it been paginated?

General Guidelines for Papers

I. Presentation:

A. Proofread and proofread again! Watch for grammar, syntax, and typographical errors. Make sure all your sentences read smoothly and make sense. Pay attention to proper use of apostrophes, commas, pronoun agreement, consistency of verb tense, spelling, and other common grammatical mistakes--if the instructor has indicated grammatical corrections, *pay attention to them*. If you have questions, refer to an authoritative manual of style or the grammar section of your dictionary. Try to remember that nothing you write will be taken seriously if it contains grammatical errors.

--If quoting, it's especially egregious to make a mistake and especially important to make sure your quotations are exact.

--Check the spelling of all foreign names and words to make sure you've got them right.

B. Learn to paginate on the computer; always paginate all assignments. Type all information--don't hand write your name and so forth.

C. Keep your paper to 10 pages. This may require some tough choices about what to include, but when such a limit is imposed on any project, it's important to stick to it.

D. Double-space, use 12 point font and 1 or 1.25" margins.

E. Staple. It's a good idea to buy a stapler at the bookstore. Few things are more frustrating than tracking down loose sheets of a student's assignment.

II. Organization and content:

A. Make sure your paper has a title that reflects its content!

B. Make sure your introductory paragraph explains the problem or question you are addressing and gives the reader a clear idea of your approach to the problem.

C. Make sure the main point of each paragraph is clearly stated in the paragraph, at the beginning, at the end, or both. Each paragraph should address in some logical way the problem described in (B)--don't wander from your point.

D. Do not make statements or generalizations without citing your source in support. If appropriate, quote passages, but use quotations sparingly to save space; remember however that **you must cite the text (usually by book/chapter in parentheses) even if you don't quote**. Do not expect your reader to accept any statements that are unsupported by evidence.

E. Generalizations and conclusions are more convincing when they come at the end. Don't make generalizations or draw conclusions in your introduction or before providing evidence in support; the place for generalization and (cautious) speculation is in the concluding paragraph of your paper.

F. Use your primary source thoroughly and imaginatively. Scrutinize your source and integrate as much evidence from it as possible into your argument; don't just use a few passages. Especially if the amount of primary material is small, you must analyze it very carefully. The more evidence you can find in support of your argument, the more convincing it will be.

G. Avoid narrative summary. Focus on proving your ideas. You must argue/analyze not just recapitulate what your source says.

Additional Requirements for Graduate Students:

Research Paper Assignment

A research paper of about 10 pages is required. Guidelines for the undergraduate paper assignment should be followed with these modifications:

- Graduate paper topics should be original; that is, they must not duplicate the work of another scholar. This is usually not a big problem if students use the method of selecting a topic recommended in the guidelines for the undergraduate paper.
- Graduate students must incorporate appropriate secondary scholarship into their paper using footnotes and append an annotated bibliography to the paper ("annotated" means that each entry should be followed by a brief description of the book's or article's main argument). It is each student's responsibility to locate and use the relevant scholarship in every language that the student can read (traditionally, classical scholars include research in French, German, Italian, English, and sometimes in other European or non-European languages, but use whatever languages you know). Choose a topic that is focused enough that you can control the relevant scholarship.
- Students should use a clear and consistent method of citation that conforms to the guidelines of the *Chicago Manual of Style* or the *MLA Handbook* (available online at the library's "research help" website, http://www.libs.uga.edu/ref/citation.html).
- A preliminary annotated bibliography is due on **Friday, Feb. 22**. To prepare this bibliography, look for works that are authoritative and specifically relevant to your subject. Look for the most recent works first; they can lead you to important older works, but the reverse is of course not true. Make sure that your bibliography includes both books and articles. The following resources (in additional to the usual databases available on Galileo, such as PCI Web, Current Contents, etc.) may prove useful:
    - The most recent issues of *L'Année philologique*, a comprehensive bibliographic index for the field of classics and ancient history, are searchable online at http://callimac.vjf.cnrs.fr:8080/Dispatch_US.html. Spend some time with this index to figure out how to use it effectively.
    - The tables of contents of over 100 important classics journals are indexed in a database available from the University of Toronto at http://www.chass.utoronto.ca/classics/resource.html. Choose "TOCS-IN" under "Source Specific" before you search.
    - The third edition of the *Oxford Classical Dictionary* (1997) includes bibliography at the end of each entry.
    - The websites *Medicina Antiqua/Ancient Medicine* (www.ea.pvt.k12.pa.us/medant/) and *Diotima* (http://www.stoa.org/diotima/) are good sources of bibliography.

Book Reports:

Each graduate student should choose one book from the list of "recommended additional readings" (below) and prepare a 5- to 10-minute presentation for the class and also a 3- to 5-page written report on the book to hand in. Only one student per book will be allowed;

students will be asked to make their choices on Friday, Jan. 11. Presentations will be made and written work submitted on the Wednesday or Friday (at the instructor's discretion; please see her for scheduling) of the week for which the additional reading is assigned. If you choose an item from the "World History" reading list, the instructor will schedule your presentation at her discretion. Please follow the following guidelines:

- Reports should contain three main parts:
    - The first should explain the book's method and argument, and how it is organized.
    - The second should investigate the scholarly response to the book--i.e. track down, read, and analyze reviews of the book; explain the problems and strengths that other scholars have found in the book. For books on any topic in the field of classical antiquity, it will be easiest to locate reviews using the print or online version of *L'Année philologique* (see under "Research paper assignment," above). For reviews published up to 1993, *PCI Web* is also a useful resource. Additionally, most books are reviewed in an electronic series called the *Bryn Mawr Classical Review*, which not indexed in *L'Année* but is searchable at the University of Toronto website (also listed under "Research paper assignment," above). *Gnomon*, a German review journal, is also searchable on the same website.
    - In the third section, give your own critical analysis of the book. Check references and investigate other scholarship if you have to.
    - For some very recent books, it may be difficult to locate reviews (though *Bryn Mawr Classical Review* will be a good bet even if the book has only been out for a few months). In this case, limit or omit section two and expand section three.
- The oral version of this report will be different from the written version--do not read the text of your paper to the class. Think about how to prepare an engaging oral presentation from notes or an outline.
- Practice your oral presentation; make sure that it does not exceed 10 minutes. You will be cut off after 10 minutes.
- Make sure the written report does not exceed 5 pages; edit drastically if you have to.
- Type and carefully proofread your written report; double-space and use 12-point font.
- Identify your book fully in a heading at the top of the report.

<u>Recommended Additional Readings</u>

All of the following have been placed on reserve at the Main Library.

- *Recommended reading in World History:* The following items have been recommended for the reading list for the History department's new minor field in "World History."
    - Guido Majno, *The Healing Hand: Man and Wound in the Ancient World*, Cambridge: Harvard University Press, 1975.
    - Shigehisa Kuriyama, *The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine*, Zone Books, 1999.
    - William H. McNeill, *Plagues and Peoples*, Garden City, NY: Anchor, 1976.
- *Recommended additional readings for each week*: These assignments are designed to introduce graduate students to basic scholarship on the texts, especially scholarship

that might be useful for pedagogy (if they decide to teach some of the material from the syllabus).

- Week of Jan. 7-11: Jacques Jouanna, *Hippocrates*, tr. M.B. DeBevoise, Baltimore: The Johns Hopkins University Press, 1999 (= *Hippocrate*, Paris: Fayard, 1992).
- Week of Jan. 14-18: Mirko Grmek, *Diseases in the Ancient Greek World*, Baltimore: The Johns Hopkins University Press, 1989.
- Week of Jan. 21-25: Lesley Ann Dean-Jones, *Women's Bodies in Classical Greek Science*, Oxford: Clarendon, 1994.
- Week of Jan. 28-Feb. 1: William H. McNeill, *Plagues and Peoples*, Garden City, NY: Anchor, 1976..
- Week of Feb. 4-Feb. 8: H. von Staden, *Herophilus: The Art of Medicine in Early Alexandria*, Cambridge University Press, 1988 (browse).
- Week of Feb. 11-Feb. 15: Helen King, "Once Upon a Text: Hysteria from Hippocrates," in *Hippocrates' Woman*, London: Routledge, 1998, chap. 11.
- Week of Feb. 18-22: O. Temkin, *Galenism*, Ithaca: Cornell University Press, 1973.
- Week of Feb. 25-Mar. 1: Mary Beagon, *Roman Nature: The Thought of Pliny the Elder*, Oxford: Clarendon, 1992, or E.S. Gruen, *Culture and National Identity in Republican Rome*, Ithaca: Cornell University Press, 1992.
- Week of Mar. 4-Mar. 8: Aline Rouselle, *Porneia: On Desire and the Body in Antiquity*, Cambridge: Blackwell, 1983.
- Week of Mar. 11-15: Emma J. and Ludwig Edelstein, *Asclepius: A Collection and Interpretation of the Testimonies*, Baltimore: The Johns Hopkins University Press, 1945.
- Week of Mar. 25-29: Ramsay MacMullen, *Paganism in the Roman Empire*, New Haven: Yale University Press, 1981.
- Week of Apr. 1-5: Judith Perkins, *The Suffering Self: Pain and Narrative Representation in the Early Christian Era*, London: Routledge, 1995.
- Week of April 8-12: Christopher Faraone, *Ancient Greek Love Magic*, Harvard University Press, 1999.
- Week of April 15-19: Morton Smith, *Jesus the Magician*, New York: Harper and Row, 1978.
- Week of April 22-26: Peter Brown, *The Body and Society: Men, Women, and Sexual Renunciation in Early Christianity*, New York: Columbia University Press, 1988.